

Transfer Center Rubric

A. Program Mission Statement

Narrative Criteria

The Program Mission Statement

- clearly states the purpose of the program
- indicates the primary function
- indicates the activities of the program
- describes the programs' aspirational goals for the future and what the program hopes to achieve
- reflects the program's priorities and values
- indicates who the students and/or stakeholders are
- is aligned to the college mission statement
- is clear and concise

Meets Expectations

Needs Improvement

Feedback

Strength: The mission statement meets the evaluation criteria outlined above. Its contents emphasize the unique role and contributions of the unit, complementary of the college identity by aligning its function with the college mission statement. Overall, the mission statement is clear and concise.

OBSERVATIONS

O1: Readers could not determine if the unit's mission statement was prepared before or after board approval of the updated college mission statement.

O2: Noticeably, the unit included this point: *increase transfer rates for the student population as directed by Title 5, Section 51027*. The readers are curious if the statement made earlier is needed given the first part of the mission statement states: *The mission of the Foothill College Transfer Center is to provide the necessary resources and services in order to increase transfer opportunities to baccalaureate institutions for underrepresented students.*

B. Appointments & Quick Questions Attendance

3. What do you observe in the data? What do you want the college to understand about your program and the data?

Narrative Criteria

- aligns with data
- is informed by data
- is within the control of the program

Meets Expectations

Needs Improvement

4. Describe the proposed actions or next steps to maintain or improve the data by student group.

Narrative Criteria

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable (what are the deliverables)
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)

Meets Expectations

Needs Improvement

Feedback

Strength: Data for appointments and quick questions attendance meets the evaluation criteria outlined above. This means the data underscore strategies the unit will use to: *provide the necessary resources and services in order to increase transfer opportunities to baccalaureate institutions for underrepresented students.* Given the mission statement, these datasets are sensible elements and foundational themes to collect, monitor, and analyze. The various service modalities and interventions offered by the unit is a commendable and equity-ensuring approach necessary for narrowing the accessibility gap for student success. The unit presented a thoughtful approach to coordinating with the counseling center regarding proactive communications and appointments with students. And, the proposal to contact students who are not in learning communities is a terrific idea.

OBSERVATIONS

O1: Good summary of the trends in the data. To help make sense of this data, it could also be helpful to have transfer rates disaggregated by race to then compare them with corresponding appointments by race.

O2: In-Person counseling modality continues to be the top modality of choice over the five-year reporting period. Understanding why this is the case could prove helpful with in-reach efforts being considered by the unit.

O3: The college has a standard way of reporting data based on race, ethnicity and gender. In addition to identifying disproportionate impacted groups identified in the college's Student Equity Plan, disaggregating the data to include the additional categories mentioned, would give a clearer and broader picture of how different student groups engage with the Transfer Center. It is imperative that the center use this template to communicate vital information consistent with the norms of the college. Doing so might yield conversations to address practices that routinely produce disparate impact.

C. Transfer Fair Attendance

6. What do you observe in the data? What do you want the college to understand about your program and the data?

Narrative Criteria

- aligns with data
- is informed by data
- is within the control of the program

- Meets Expectations
- Needs Improvement

7. Describe the proposed actions or next steps to maintain or improve the data by ethnicity or gender.

Narrative Criteria

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable (what are the deliverables)
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)

- Meets Expectations
- Needs Improvement

Feedback

Strength: Data for transfer fair attendance meets the evaluation criteria outlined above. This means the data underscore strategies the unit will use to: *provide the necessary resources and services in order to increase transfer opportunities to baccalaureate institutions for underrepresented students*. Given the mission statement, these datasets are sensible elements and foundational themes to collect, monitor, and analyze. Readers recognize and commend the terrific job of rebuilding the transfer fair and the upward trend in attendance.

OBSERVATIONS

O1: Readers recommend providing faculty with a slide deck and flyer to help communicate the event to students. Also, include a boilerplate message that can be forwarded to students. For example, "Here's a boilerplate message you can post as a Canvas announcement" type of thing.

O2: Missing in the reflection is attention to how these groups: Black, Latinx, First Gen, and Low Income equates to roughly a third of attendees for the last reporting year. Readers encourage the college to commit more to helping the unit create an institutional culture that supports, encourages, and believes in the shared responsibility of the transfer process.

D. Service Area Objective Addendum

1. What are the service area outcomes & strategic objectives for the coming year?

Narrative Criteria

- Outcomes/objectives are informed by data

- Outcomes/objectives are within department control
- Outcomes/objectives are demonstrable/actionable
- Outcomes/objectives are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)

- Meets Expectations
- Needs Improvement

2. What is your implementation plan for the above-mentioned objectives?

Narrative Criteria

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)

- Meets Expectations
- Needs Improvement

Feedback

BS:

1-3. Nice job of articulating goals, the action plan for the goals, and the barriers to addressing the goals.

E. Summative Evaluation

Overall, the Comprehensive Program Review

- Meets Expectations
- Needs Improvement

Feedback

BS:

Nice job or providing a summary of the relevant issues facing the transfer center. In thinking about how to engage students, I wonder if there are ways of embedding the transfer center resources into on-going student communications that the college distributes? Or ways of more fully incorporating messaging about the transfer center in the student registration process?

This form is completed and ready for acceptance.